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**THE SCHOOLS AND SCHOOL TEACHERS OF CONNECTICUT.—WHAT THEY OUGHT TO BE.**

WHILE it is true that Connecticut, as a State, has done, and is doing, much for the cause of popular education, it is equally true that she does less by direct taxation than many other States are doing. The *first* to establish a perpetual school fund, and for many years famed throughout the land as the *only* State in the Union which made public provision for the education of her citizens, she does not in all respects sustain the high position awarded to her.

We would not be misunderstood. Connecticut *has* schools of which any State might be proud; but her *system* of schools, taken as a whole, is not what it *ought to be*.

Whence arises this inferiority? Why should the State with the largest school fund in the Union, be behind any of her sister States whose school funds are less than hers, or which have none at all?

In a certain parish of ———, some benevolent individual was so good as to die and bequeath his vast estate for the

maintenance of preaching and teaching in his native village. The minister's salary, the books for the Sunday school library, the apparatus for the schools, and even the text-books for the pupils are all provided by the munificent bequest of the testator. What is the result? The church edifice and school-houses which are to be furnished and kept in repair by the people, are in a most forlorn and dilapidated condition. Slab benches with sticks driven into the knot-holes for seats, adorn the latter, while the former resembles too faithfully the birth-place of the Babe for whom "there was no room in the inn."

Our own munificent school fund has had a similar effect. In some districts it has been the practice to give notice in the schools when the "public money" was exhausted, that all who were unwilling to pay a tuition-fee might remove their children from the schools. So averse were the good people of Connecticut to paying anything for school purposes, that on one occasion it was seriously debated in a certain district of ——— County, whether, and if so, *how*, the "wood tax" of half a cord per scholar could be collected. Many of the parents neglected or refused either to bring wood or to pay. At last this expedient was devised. It was in the days of Franklin stoves, which, as will be remembered, sent the greater portion of their heat *up* the chimney. It was necessary, therefore, that those scholars who sat in the back part of the room should "go to the fire." This they did, in squads of five or six, or as many as could stand around the sable monument of the American philosopher. After a long and stormy discussion by the legal voters of the district in school-meeting assembled, it was solemnly voted: "that the children of such parents as did not furnish sixty-four feet of wood, or pay its equivalent in money, should not be permitted by the master to go to the fire!" thus practically "visiting the delinquencies of the fathers upon the children."

Another cause of this inferiority is the apathy of parents and guardians. Despite all the progress in the art of teaching; despite all the efforts of the friends of education and

sound learning, there is yet a lamentable want of interest on the part of the masses, in our public schools. Nor is this indifference confined to the *lower* classes of society. Wealthy men—men of education and refinement—men of culture and position—are beginning to broach the inquiry whether, after all, there should be a property tax for school purposes; and if so, whether, after all, anything but the elements of an English education should be taught. "If parents wish their children to learn algebra, or philosophy, or latin," say they, "let them send to private schools and pay for it."

Another cause is the too prevalent feeling among the "better classes" that their children will be contaminated if sent to the public school with "everybody's children." In certain monarchical countries the heir apparent to the throne can sit upon the same form with the son of a tradesman; but in *republican* America a portion of the children must be educated in a "caste," the pass-word to which is five dollars (more or less) per term of eleven weeks! While I honor the motive of the parent who sends his child to a select school because it affords better advantages, I can not but despise the *bogus* aristocratic feeling that *looks down* upon the public school *because* it is—free!

Far be it from *me* to decry private schools. Until an efficient and uniform system is established throughout the State, the private school must continue, as now, to offer advantages which the district school in many places does not and can not afford. But the theory that respectable people must send their children to private schools because of the purer moral atmosphere supposed to prevail there, is simply absurd. The children of those who patronize private schools are no better, *ipso facto*, in many cases than those who attend the public schools. *Any* child, no matter how vile, can attend the former, whose parents can pay the tuition-fee. In our public schools provision is made by law for the removal of vicious pupils by suspension or expulsion. Almost without an exception (in many places,) those who are thus removed from the public schools enter at once, and without remonstrance, our best private schools! Comment is unnecessary.

But to return to our subject. The schools of Connecticut; what *ought* they to be?

A regular and uniform school system should be established throughout the State. Primary, intermediate, grammar, and high schools and free academies. Attendance in the first *three* grades should be enforced by law. Fines should be levied for non-attendance and irregularity. In the *two* higher grades, the high school and free academy, attendance should be optional, and only those admitted who have shown a *marked* proficiency in the lower grades. In the high school should be taught the higher branches of an English education. In the free academy the Latin and Greek languages, the higher mathematics, book keeping and commercial and international law, the exact sciences, one or more of the modern languages, and whatever else is necessary to fit a young lady or gentleman for business or society.\* The *curriculum* should be less extended but more practical than that of a college. Such an institution is the Philadelphia High School, or *was* under the management of that distinguished master, John S. Hart, LL. D. A graduate of that excellent school often was more thoroughly educated, and better fitted to begin life than an alumnus of our best university! When Connecticut has such a grade of schools, or a *better* one; and when a punctual and regular attendance is enforced by law; when our school-houses instead of our *factories* are thronged with children; then, and not till then, will the schools of Connecticut be what they ought to be.

The second portion of our subject would be better discussed by any one but a member of the fraternity. At the risk of exhibiting a model which few of us come up to, let us consider *what a Teacher ought to be*.

And I; He should be a *moral* man. If not religious, his daily walk should at least reflect the precepts of virtue and morality. Not a morality simply sufficient to keep its possessor out of the penitentiary, but an open, outspoken,

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\*A proper discrimination should be made in the studies of young ladies. The disadvantage (and the *only* one) in educating boys and girls together, is that the latter receive a *boy's* education.

decided devotion to principle and honor. His example in manners, in neatness of person and dress, in conversation, in *everything*, should be worthy the imitation of his pupils, and of the community in which he lives.

II. He should possess a thorough and solid education. Other things being equal, a lady of finished education is as much better qualified to teach a primary school than one whose education is but ordinary, as the education of the one exceeds that of the other. Other things being equal, the progress of a school will be in a direct ratio to the knowledge of the teacher. As water can not rise higher than its source, so an ignorant teacher must, of a necessity, have an ignorant school.

III. He should be a man of *refinement* and *cultivation*. The "three R's, *Readin, Ritin, and Rithmetic,*" are not, as many suppose, the *only* things to be taught in the school as it ought to be. Cleanliness, politeness, dignity, forbearance, self-control, the decencies and amenities of life are all branches of school education, and should be taught and enforced by precept and example. Given: a school with a boor for its teacher. Result: rowdies, clowns, and loafers!

IV. And last, but not least, he should be a man of *tact*. Without *this* qualification, no one, no matter how many diplomas he may exhibit; unless he possess the "*knack,*" the *je ne sais quoi*; unless he has a "*faculty,*" (as our grandmothers would say,) he will *never* make a teacher! At the risk of discouraging some who may be looking forward to the toils and trials, the pains and pleasures of a teacher's life—at the risk, even, of *seeming* to argue against the utility of normal schools and teachers' institutes, (both of which I believe in,) I have no hesitation in asserting that if a man is not born a teacher, all the study, all the practice, all the experience, all the learning, will not avail. If he is not *born* a teacher, nothing but a direct miracle can make him one! The old Latin maxim *amended* should read:

"*MAGISTER nascitur, non fit.*"

And what is the reward, you ask of the prodigy of genius, the phenomenon of tact, and the paragon of character you

have just been describing? Surely, one so gifted, who moulds the rising generation to usefulness and happiness, must be overwhelmed with the love and gratitude of parents and pupils. Such is the case in—UTOPIA!

I had intended to say something specific upon the trials of the teacher. I had even premeditated relating some notable adventures of my own in the by-gone days of "boarding round." How I slept in spare beds of ice that had not been aired for a twelvemonth; how I lived on fresh pork from November to Thanksgiving; on chicken pie from Thanksgiving to Christmas, and on pork again from Christmas to All-Fools' Day. How I roamed the district one night until the "*wee sma' hours ayont the twal*" in search of lodgings, (the good people turning me off with the excuse that they had not yet butchered, or cleaned house,) and at last slept in a *cradle* decidedly too short for "*five foot 'leven*!" But this article has already exceeded its limits.

Fellow Teachers—it is no trivial or venial task we have undertaken. Next in importance to the sacred profession is the calling of those whose lot is to form the minds and hearts of the future parents and citizens of the Republic. Happy, thrice happy shall we be, when called to stand before *our* great Teacher and Judge, if we can say, "Here am I, Lord, and the souls thou hast given me." A. N. L.

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## Resident Editor's Department.

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SCHOOL GOVERNMENT—By E. P. BOND.

[CONCLUDED.]

THE position of a teacher is such, that unless he is on his guard, he will become *finical*, and make mere *etiquette* take the place of moral law. It may try his patience to have a careless pupil, whom he must frequently correct of some ungraceful habit; and he may be tempted to make a rule that



he will inflict some penalty for every violation of mere propriety. But if he yields to these impulses, he may find in a little time that he has undermined his authority over the school. He is not to consult his own feelings in distributing penalties, but to consult the teachings of justice.

If a pupil shows a sullen and obstinate temper, when corrected for an ungraceful habit, there is a new element introduced into the case. It may be then that the matter will come to be a violation of right, and will demand punishment. But a deliberate purpose to disregard a teacher's instruction and advice is not to be confounded with momentary forgetfulness of it. A system of moral philosophy, practically illustrated in the management of a school, which ignores this distinction between a *departure from propriety* and a *transgression of moral law*, is, to say the least, hurtful in its tendency.

I shall not be understood as countenancing any slackness in correcting what is improper. Far from that. But it is to be done in the right way.

And in this connection permit me to mention another matter closely connected with this principle not to violate justice. It is the matter of indicting penalties for failures in recitations. It is undoubtedly just that a pupil not faithful in study should in some way suffer for his unfaithfulness. But if you have a system of marking, or are accustomed to impose any other penalties for unrecited lessons, be careful not to make your system too rigid. I am aware that there is no little perplexity experienced in this matter. Strict and perfect justice may not be attainable, but we should aim at it as nearly as possible. The general principle is clear, but its application to individual cases is not always easy.

Let me suppose that the lesson is *twelve* problems in arithmetic, all to be solved. One scholar has been careless; he would not apply himself, and fails. This is a clear case. Another has studied and succeeded. This is a clear case. But a third has worked faithfully; he succeeded in five of the examples, but the *sixth* puzzled him. He studied over it, but could not work it out, and spent so much time

upon it that he did not work the others at all. I have known a teacher severely whip a boy for such a failure; and but for the judicious conduct of the parent in the case, his school would have been broken up for the remainder of the term; as it was, he was not wanted in that school for another term, and yet up to that unfortunate day he had been a popular and successful teacher for two or three terms in that district. His excuse was, that he had threatened to punish the one who did not do all the examples in the lesson, and he felt compelled to keep his word.

But suppose it to be simply a question of marking and staying beyond regular school hours; what shall a teacher do in such a case? The pupil has failed in his recitations, as fully as the one who was lazy. Shall he be treated in the same way? Shall the teacher judge merely by outward appearances? Shall he argue, if I give the studious but unsuccessful boy any credit, I shall appear to be relaxing my marking system, and perhaps encourage somebody to be remiss in study.

Now if any teacher thinks that a rigid red-tape system, that takes into account only the recitation, and rejects all the antecedent facts, is of more consequence than the eternal principles of justice, he will say, I must treat the *lazy* boy and the *unfortunate* scholar alike. But he may depend upon one thing—there will not be a member of his class that will not *feel* that the act is unjust; and he will save his *red-tape* probably, and lose somewhat of his control over the school. Justice is of more consequence than any conventional system.

If you ask what is to be done in such a case as the one supposed, I answer, *justice*, as nearly as possible. You may not think that you can give the boy credit for a perfect recitation, but commend him for what he has done.

I have said more on this topic than I intended. But there is a kind of pharisaical devotion to mere conventionalities and arbitrary rules, at the expense of justice, that produces mischief in the government of our schools in some cases, and it seems to me that it should be avoided.



3rd. Another mistake made is a *neglect to repress little disorders at the first*. A tendency to confusion may often be corrected at the outset by a judicious course; while, if little misdemeanors are winked at in the outset, larger liberties will soon be taken, and the teacher will find in a little time that the school is beyond his control.

Very much depends upon the first impressions which the children have of a teacher. The first day of a new teacher's work is very important; and if a teacher does not obtain the full control of his school within the first week, or at most the first two weeks, so far as my observation goes, he will not be likely to obtain it at all.

A teacher enters his school-room for the first time. The children are all strangers to him. If with a pleasant, cheerful, quiet self-possession he enters upon the work of organization, kindly insists from the very first upon quietness and propriety, and it is seen that he is quick to observe disorders, and prompt to call for their suppression; if without any parade, or bustle, or ostentation, he addresses himself to the work, it is observed very quickly by the children, and they conclude that they have a kind, good teacher, whose approbation is worth winning, and with whom it is not desirable to trifle.

But with some teachers there is a kind of feeling that the way to secure the respect of their strange pupils is to be indulgent at first, and gradually draw up the reins of authority. But if this is the way to secure respect for one day, or one week, why should it not be good for a month or a term? The truth is, the best way to secure respect is faithfully to do your duty. Show from the very first by your bearing and conduct that it is your purpose to do it.

In visiting the camp of one of the regiments of this State, I witnessed a little incident illustrative of this. A soldier was confined in the guard-tent for some offense, and was so noisy and pugnacious that the officer of the day ordered the officer of the guard to put hand-cuffs on him. The officer proceeded to execute the order. The soldier protested against the hand-cuffs, and assumed the attitude of resistance; but the

officer told him, it is my duty to obey the orders of my superior, and I must do it. "I know it," said the soldier, "you are to do your duty, and I respect you for it,"—and peaceably held out his hands, suffered the instrument to be put on, and sat down quietly in the guard-tent.

There is no safer course, in any position in life, than for a person honestly, promptly, and unostentatiously to do his duty. This attempt to cater to what is wrong, for the sake of applause, is sure to defeat itself. And little disorders, kindly but firmly checked in the school-room, at the very outset, never yet diminished the respect of pupils for a teacher.

4th. Another mistake sometimes made is a *needless display of authority*. This is to be avoided. A good civil government does not show itself to the people except where its power is needed to protect rights, or to avenge the violation of law. So it should be in the school-room. There should be no show of authority except when there is occasion for it. Whenever such an occasion arises, there should be no shrinking, no hesitation, but a decided, unflinching firmness in the maintenance of authority. If the incipient symptoms of rebellion appear, if,—as will be the case sometimes,—there are scholars bent on mischief, and reproof and advice fail, then let the authority be vindicated promptly and sternly. Duty requires this at the teacher's hands. But there should not be a needless and gratuitous series of threatenings volunteered beforehand concerning what you will do. It is time enough to show what you will do when the emergency arises. Threats are usually worse than useless, because they bind you to a course of action that you may not wish to pursue. Nor do harsh words and angry scoldings accomplish much. It is a kind of business that anybody can take up; and scolds, though disagreeable and vexatious beings, are not very formidable.

5th. Another mistake made consists in *false demonstrations*. These may be a part of the strategy of a military campaign, but they are not suited to the school-room. I have seen a teacher—and to tell the whole truth, it was a

female teacher,—dart from her platform toward some offender in the school, with sufficient initial velocity and projectile force to have swept before her two or three unruly urchins, and hurled them damagingly against the back side of the room, if not through the window; and yet she checked herself in time to prevent any collision, and nobody was hurt! As a display of agility the maneuver was a great success, but its *effect* on the discipline of the school was probably mischievous. At least, all teachers given to this kind of tactics, so far as I have had an opportunity to observe, have failed to secure as high a degree of discipline as is desirable.

Such a cavalry charge as I have attempted to describe, might frighten a nervous little girl every time such a dash was made at her, but a cool, mischievous boy, after having found out that one of these demonstrations was harmless, would be amused rather than awed by such operations. All these sham demonstrations are unadvisable. It is not best to try to make a scholar think that you will do what you do not intend to do. If you start for a sudden seizure of a culprit, thinking it best to take sudden and summary vengeance upon him, let it be a *real* and *honest* work. The idea that a teacher has power to deceive pupils, and keep them deceived, and by deception frighten them into good behavior, is a mistake. Those keen young eyes will soon see through the deceptive mockery; and when once they have discovered that their teacher is acting a part, that teacher's power over *the conscience is sadly impaired*; the most important motive with which to control the heart has become almost useless in his hands.

It has been my aim thus far to point out *mistakes* which have come under my observation. It is not surprising that mistakes are made in this delicate work of government. We are all liable to them, and it is much easier to criticise others than to do the work ourselves. But we may profit by the mistakes which others have made, and yet not be ungenerous toward them. So far as I have observed, the total or partial failures in teaching have much oftener arisen from a want of skill

in discipline than from a want of ability to communicate instruction.

There are persons who have reached a high degree of literary attainments, and whose proficiency at school was marked, but who possess *no executive ability*. They have dull ears and slow eyes; they can not hear a disorderly noise, nor see improper conduct that is carried on almost before their eyes; or if they do see and hear, they do not seem to have the skill to check it. Such persons lack executive ability, and should never attempt to teach a public school. A teacher must have quick perceptions, and a ready, prompt ingenuity. There must be that mysterious power to *put matters through*, to use a homely but expressive phrase. It does not need bluster or pomposity, for these are by no means signs of executive ability. It is the disposition faithfully and personally and quietly to accomplish what one attempts, if it be within the range of human ability.

And there must not only be the consciousness of this inward energy that impels the person onward in what he undertakes, but there must be the *skill to adapt means to the end to be accomplished*. This inward energy is an inborn element of our nature, developed and strengthened by our training, of course; but if the person is not largely endowed with the gift by his Creator, it is certain that he will not acquire it; and furthermore, it is highly probable that though he may be useful in some place, he was not born to be a teacher. This skill in adapting means to an end, seems to be an acquired gift, though some show a greater aptitude in acquiring it than others; but if the energy and perseverance is there, the acquisition may be gained.

What the teacher needs is the skill to direct and control the mind and heart, remembering that it is not simply a *mastery* over mind, but just that kind of mastery and control which will train the mind and heart to yield to the sway of moral principles. One person may exercise such a *mastery* over the mind of another as will lead to evil. The teacher is always to aim at what is good.

We may see then that the teacher must employ no means

in the government of his school that are inconsistent with *justice, truth, and benevolence*. He must avoid all that is low, debasing, and deceptive. Here is one fundamental principle in the government of schools.

But while justice, truth, and benevolence are to guide him, he is to employ all his skill to accomplish his end. He may not suppose that he is to appeal only to one motive. Within the limits assigned him there is room to bring into play a variety of motives and means. If he is quick to read character,—and every teacher should be,—if he is prompt and ingenious in devising expedients,—and every successful teacher must be,—if he is energetic and persevering in executing his plans, he may expect to reach a good degree of success in the control of a school.

One boy has a desire especially to maintain the reputation of the family to which he belongs. It is an honorable aspiration. Let the teacher make use of that, and do what he can to make him feel the influence of a higher motive.

All love to have the approbation of a teacher. When they deserve it, let the teacher show his approbation. Let the scholar see it in the teacher's look, and let it be judiciously spoken. Let the conscience be carefully and judiciously and constantly enlisted in favor of the government exercised.

If other means are not sufficient, if moral suasion does not meet the case in some instance, then in the name of justice, and in accordance with the teachings of Solomon, let the rod be used in connection with the other means employed; for order must be maintained, rebellion must be put down, even if the strong arm of force is used.

In short, while the teacher is to be just, truthful, and benevolent, he must wisely and efficiently employ the various means which are adapted to gain the end in view—the maintenance of a vigorous and righteous government in the school-room.

For the Common School Journal.

## SELF-EXAMINATION.

ANOTHER term of school is closed. Pupil and teacher have parted, and have gone, one to his home, the other to his much needed rest. A sense of relief from daily cares is natural, and is as exquisite as it is natural. For a few days at least I need not keep so regular hours; it will not concern me much whom I may see in the street after a certain hour, when study hours *did* begin; the book which has been lying on my table with uncut leaves, may now be read without fear of reproach; that really enormous pile of unanswered letters may be taken up leisurely. All these, and more such things, make the closing of school a pleasant event,—one to be enjoyed to the full.

But there are burdens heavier than these which can not be put off when parting words are said. "Good-byes" do not banish the cares of school-teaching; the thanks of pupils, in all cases sincerely, and in many cases so unexpectedly given, cannot relieve the teacher of the weight of responsibility he has carried all the term. When all have gone, and the time for rest usually begins, then there crowd upon the mind many questions which will not be kept down. These hundred pupils came here for something; have they obtained it? They supposed they should be better able to do something they are required to do; *are* they so able. It has cost them or their friends some money and much personal sacrifice to be here; are they remunerated for them? As the pupil looks back upon the term, has he reason to be satisfied with it? If not, whose fault is it? It may be *my* fault—"aye, there's the rub." He must bear his sins, but I must bear mine. Let us see how the account stands.

Did I have a definite purpose to accomplish with the pupil? and was this purpose founded on a knowledge of his character and wants? Did I judge him kindly in all his actions, and allow explanations to have their proper influence in my decisions? He was, by his own confession, weak at some point; was he made stronger through my



watchings and my exertions? He disliked certain studies; was my course such as to overcome or to strengthen this dislike? He was irritable in temper; did I treat him with firmness, that he might see he must submit to authority, and with kindness, that this submission might be as little irksome as possible? He was prone to inaccuracies of all sorts; did I in any degree help him to feel the importance of the quality he lacked, and to obtain it? He did not acknowledge the force of moral obligations as he ought; a trick, if undetected, was a gain; a concealed neglect of duty was no wrong; a fictitious excuse for offenses satisfied him; did I induce him to see more clearly the guilt of small sins? was his conscience quickened by my reasonings and persuasions? did my manner of treating such offenses suitably reprove him for the wrong, and encourage him in the effort to do right? I was honest, and meant to be faithful in all my dealings with him; he was my burden all the day long; I desired to do him good; I did not even wish to be rid of him, but rather to be the means of his intellectual and moral growth. But this does not satisfy me; a further question comes,—was I as *wise* as I was *honest*? Were my efforts as much directed by good judgment as they were marked by honest zeal? Do I rely on that zeal and that honesty as my excuse for blunders I ought not to have made? Can I shield myself from just blame for errors of judgment by pleading that I was always busy, and that I always desired to do my best?

And for the future, shall I make the same mistakes again, or has experience made me wiser? To repeat past follies would be indeed foolish; to be able to bring no greater caution, no superior wisdom, no fuller resources into my school next term, would be to confess that I am past improvement. Rather let the light both of past mistakes and of past successes shine forward, and my path will be plainer for them both. Rather let me acknowledge to myself, and if need be, avow to others, that here I was mistaken, that there I was working in the dark, that at this point I ran off the track, and kept off for the rest of the term, and the same mistakes

I am determined not to make again. In teaching, as in other things, "let me become wiser as life wears away."

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For the Common School Journal.

#### A LOVE OF READING.

WHILE it is true that "of making many books there is no end," it is equally true that many of them ought never to see the light of day. A good book is a rich treasure, and whoever writes one is a public benefactor. Circulating good books is sowing the seeds of thought which will spring up and yield a rich harvest of intellectual and moral fruit. No one can estimate the amount of good that one valuable book may do, by developing thought, awakening the moral feelings, promoting noble aspirations, and shaping the course of life. Our State then acted wisely when it made provision for establishing a library in every district within its borders, and we hope that well selected libraries will be found ere long in every district in the State.

But when books are written and libraries are established, all is not accomplished. There must be developed in the minds of the young a love for good reading. How to accomplish this, is a question of great practical importance. The individual that goes out from our public schools thoroughly imbued with a love of good literature, will be constantly adding to his store of knowledge; his moral feelings will be kept active by communion with the pure thoughts that sparkle on the pages of all good books; and his aspirations for truth, justice, and right will be daily strengthened. Teachers might profitably spend more time in striving to develop in the minds of the young a love of literature. When once awakened, it can be made of great practical use in storing the mind with useful knowledge; and when the school-going days are past, it will continue to be an educating power through life. If a love of knowledge is not awakened, the great object of education can not be obtained. With it, education becomes, as it should be, a life-long work. If the teacher would see his pupils imbued with a love of

reading, he must feel its inspiration, he must be a reader, not merely of the transient literature of the day, but of the works of sterling worth that are to be found in the different departments of our literature. For him

"Let every nation's mind unfold its thought,  
And every sage depict the starry scheme,  
And every hero tell how once he died,  
And every poet sing."

Then he can touch the hearts of his pupils with the fire of his own spirit, and kindle there a flame that shall burn with ever increasing brilliancy as long as mind endures. Every reading lesson that is made interesting and dwelt upon until thoroughly understood, will create a desire for more. Every sparkling gem of thought that may be read, perhaps as a general exercise, may serve to fan the awakened desire to a flame. Every good book, from the school library or elsewhere, that may be properly read, will add fuel to the flame; and thus the little desire once awakened may, by careful culture and training, become a perpetual fire, burning forever with a holy flame on the altar of the soul's consciousness.

It seems to me that many teachers have not paid sufficient attention to this department of their profession. The dislike for solid and instructive reading that prevails to so great an extent in many communities, ought to stimulate us to greater efforts in behalf of the young. It is of little use to establish libraries in a community unless a love for reading exists. This desire can be as easily awakened as a love for mathematics or any other branch of study, if we only adopt as definite a plan for its development; and it certainly will be attended with as beneficial results in after life. To be sure, when once awakened it needs proper guidance and direction, but to guide and direct is the teacher's mission. There is no reason why the reading of history should not be an interesting and profitable exercise to every cultured mind. The reading of a biography often awakens nobler aspirations, gives increased efforts to individual action, and sometimes shapes the whole course of life. Poetry, too, has its uses,—a noble, elevating, refining influence. Every child that at-

tends a proper course of instruction in our public schools, may be trained to love and appreciate those sparkling gems that are found scattered throughout the poetic literature of our language. The child that acquires a love of good literature has a constant friend, one that will shield from temptation, yield instruction, and give sweet delight to the soul.

A TEACHER.

CANTERBURY, March 18, 1863.

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#### A LOOK AT THE PAST.

THE manner in which our school system has been developed should be better understood by us all, in order that we may appreciate the sacrifices that have been made, and we trust will be made, to secure it as a blessing to future generations.

Our Puritan forefathers came to this country for the purpose of making it their home, and consequently were unlike *some* of their contemporaries—mere adventurers in search of gold. Isolated as many of these colonies were, with no radiating influence of plans for social progress, they were compelled by the force of circumstances to adopt measures for universal education. The very fact that they were to remain a civilized people depended upon this; therefore we find them as soon as their own habitation was finished, building their humble church and school-house side by side, thus laying the foundation for as complete a system of common schools as the world has ever seen.

"Education" is said to be "the hand-maid of religion," and no people probably appreciated this fact more heartily or blended the two more satisfactorily. Our public schools thus taking their origin from the *people*, have been fostered by them with a religious care, and when a traitor voice has been raised to cut down their efficiency, it has been silenced by the omnipotent voice of the people.

It has long been a disputed point as to whether the honor of establishing the present system of common schools belongs to Massachusetts or Connecticut. We are proud,

however, of the fact that Hartford, as early as 1643, passed a law that "the town shall pay for the schooling of the poor, and for all deficiencies;" which was adopted soon after by all the other New England colonies. This has proved to be the germ of our present system of free schools. But such matters of State pride are of little consequence when we consider that whatever measures were adopted by either colony were designed for the general good, and not to establish a basis for future jealousies. Both States may, however, feel a just pride in the public acts of their ancestors, when compared with the history of some of the other colonies on this point. Education in Virginia was studiously discouraged. In 1670, Gov. Berkely wrote the following: "I thank God that there are no free schools nor printing presses, and I hope we shall not have any these hundred years; for learning has brought disobedience, and heresy, and sects into the world, and printing has divulged them, and libels against the best government in the world; God keep us from both." The Governor of Connecticut wrote the same year: "One-fourth of the annual revenue of the colony is laid out in maintaining free (common) schools for the education of our children."

In 1685 the Governors of New York and Virginia were specially charged "to allow no printing in either colony on any occasion whatever." But these were aggressions on the part of avaricious governors and proprietors, rather than the acts of the colonists themselves. The object of these restrictions was to keep the power in the hands of a few wealthy aristocrats in order to maintain a domination over ignorant colonies. And this they well knew could only be done by persistently checking every measure of educational progress. In Penn's colony, however, there was a more liberal policy pursued, for in nine years after his settlement was commenced he gave a charter for a public high school.

While educational measures were thus in embryo, they were so fully sustained by the people that during the bloody and exterminating Indian wars, they were not once lost sight of. And even during the exhausting struggle for French and English domination in this country, while the people were

submitting to the most rigid system of taxation, they did not forget the "fountains of intelligence," as they appropriately called their common schools, but gave them a generous support.

Thus in a brief way we have endeavored to show the commencement of educational interest in our country. Having its origin in the necessities of the colonists, we find that it "grew with their growth, and strengthened with their strength," until the time of the Revolutionary war. Then it was demonstrated that the American's love of general intelligence was as deeply implanted as their love of *liberty*. For during that period the schools were not allowed to break down for want of general interest—a significant fact when compared with the history of public schools in Germany, while passing through a similar ordeal. But emerging from that fearful conflict, a government was established in many of the States upon the basis of giving the rudiments of an English education to all the children.

There were many noble men who labored at the commencement of the present century to bring our school system to a still higher degree of perfection; and many have nobly continued these labors until they succeeded in establishing the most efficient system to be found in the world. Now shall we who have received this rich inheritance from our fathers, allow it to pass from our hands in this hour of our nation's peril? It is to be our only bulwark against foes without and traitors within; for as our republican institutions give to every free man a voice and a vote, it is of essential importance that all who have to do with the making of our laws, should be men of liberal ideas and general intelligence. And as our school system was inaugurated during a time of national weakness, and nurtured through wars at immense cost, it has been handed down to us as an hereditary possession, to be in turn transmitted to future generations.

B.

NORWICH, Conn.



## Turpentine and Tar.

### TURPENTINE AND TAR.

[THE following article, which we find in the *Scientific American*, contains information which may be profitably given in an "Object Lesson" exercise in the school-room.—*Res. Ed.*]

The immense forests in North Carolina, which cover the sandy ridges between the swamps and water-courses, consist almost wholly of the long-leaved pine, the *Pinus palustris* of the Southern States. From them is gathered one of the great staples of North Carolina—the turpentine. These trees at maturity are seventy or eighty feet high, and their trunks eighteen or twenty feet in diameter near the base. They grow close together, very straight, and without branches to two-thirds of their height. Overhead their interlocking crowns form a continuous shady canopy; while beneath, the ground is covered with a thick, yellow matting of pine straw—clean, dry, level, and unbroken by undergrowth. The privilege of tapping the trees is generally farmed out by the land-owner, at a stated price per thousand, about from twenty to thirty dollars. Under this privilege the laborer commences his operations. During the winter he chops deep notches into the base of the tree, a few inches from the ground, and slanting inward. Above, to the height of two or three feet, the surface is scarified by chipping off the bark and outer wood. From this surface the resinous sap begins to flow about the middle of March, at first very slowly, but more rapidly during the heat of the summer, and slowly again as winter approaches. The liquid turpentine runs into the notches or boxes, as they are technically called, each holding from a quart to half a gallon. This, as it gathers, is dipped out with a wooden spoon, barreled, and carried to market, where it commands the highest price. That which oozes out and hardens upon the scarified surface of the tree is scraped down with an iron instrument into a hod, and is sold at an inferior price. Every year the process of scarifying is carried two or three feet higher up the trunk, until it reaches as high as a man can conveniently reach with his long-handled cutter. When this ceases to yield, the same process is commenced on the opposite side of the trunk. An average annual yield is about twenty-five barrels of turpentine from a thousand trees, and it is estimated that one man will dip ten thousand boxes.

The trees at length die under these repeated operations. They are then felled, split and burned for tar. The dead

trees are preferred for this purpose, because when life ceases, the resinous matter concentrates in the interior layers of the wood. In building a tar kiln a small circular mound of earth is first raised, declining from the circumference to the center, where a cavity is formed, communicating by a conduit with a shallow ditch surrounding the mound. Upon this foundation the split sticks are stacked to the height of ten or twelve feet. The stack is then covered with earth as in making charcoal, and the fire applied through an opening in the top. As this continues to burn with a smouldering heat, the wood is charred, and the tar flows into the cavity in the center, and thence by the conduit into vessels sunk to receive it.

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#### THE TEACHER'S TRUE AIMS.\*

I HAVE no faith in any theory of education which does not include, as one of its leading elements, *hard work*. The teachers of this school expect to work hard, and we expect the scholars to work hard. We have no royal road to learning. Any knowledge, the acquisition of which costs nothing, is usually worth nothing. The mind, equally with the body, grows by labor. If some stuffing process could be invented, by which knowledge could be forced into a mind perfectly passive, the knowledge so acquired would be worthless to its possessor, and would soon pass away, leaving the mind as blank as it was before. Knowledge, to be of any value, must be assimilated, as bodily food is. Teaching is essentially a co-operative act. The mind of the teacher and the mind of the scholar must both act, and both act together, in intellectual co-operation and sympathy, if there is to be any true mental growth. Teaching is not merely hearing lessons. It is not mere talking. It is something more than mere telling. It is causing a child to know. It is awakening attention, and then satisfying it. It is an out-and-out live process. The moment the mind of the teacher or the mind of the scholar flags, real teaching ceases. This, then, is my third aim. I shall aim in this school to accomplish results, not by fanciful theories, but by *bona fide* hard work,—by keeping

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\*From the address of John S. Hart, LL. D., on assuming the charge of the Model School, Trenton, New Jersey.

teachers and scholars, while at their studies, wide awake and full of life; not by exhausting drudgery, nor by fitful, irregular, spasmodic exertions, but by steady, persevering, animated, straight forward work.

Another aim which I shall have steadily before me, will be to make *thorough* work of whatever acquisition we attempt. A little knowledge well learned and truly digested, made a part of the pupil's own intellectual stores, is worth more to him than any amount of facts loosely and indiscriminately brought together. In intellectual, as in other tillage, the true secret of thrift is to plow deep, not to skim over a large surface. The prevailing tendency at this time, in systems of education is unduly to multiply studies. So many new sciences are being brought within the pale of popular knowledge, that it is no longer possible, in a school like this, to embrace within its course of study all the subjects which it is practicable and desirable for people generally to know. Through the whole encyclopedia of arts and sciences, there is hardly one which has not its advocates, and which has not strong claims to recognition. The teacher is simply infatuated who attempts to embrace them all in his curriculum. He thereby puts himself under an absolute necessity of being superficial, and he generates in his scholars pretension and conceit. Old James Ross, the grammarian, famous as a teacher in Philadelphia more than half a century ago, had on his sign simply these words, "Greek and Latin taught here." Assuredly I would not advocate quite so rigid an exclusion as that, nor if limited to only two studies would it be those. But I have often thought Mr. Ross's advertisement suggestive. Better even that extreme than the encyclopædic system which figures so largely on some circulars. Mr. Ross indeed taught nothing but Latin and Greek; but he taught these languages better probably than they have ever been taught on this continent; and any two branches thoroughly mastered are of more service to the pupil than twenty branches known imperfectly and superficially. A limited field, then, and thorough work.

As another aim, I shall endeavor, in the selection of sub-

jects of study, not to allow the common English branches, as they are called, to be shoved aside. I make this declaration more explicitly because it is generally understood that we propose to push forward classical studies into considerable prominence. Latin and Greek will be taught by the Principal exclusively. That being his special department, will naturally receive an ample share of his fostering attention. Be it understood, however, that no one appreciates more highly than I do the importance of the common English branches. To read well, to write a good hand, to be expert in arithmetic, to have such a knowledge of geography and history as to read intelligently what is going on in the world, to have such a knowledge of one's own language as to use it correctly and purely in speaking and composition,—these are attainments to be postponed to no others. These are points of primary importance, to be aimed at by every one, whatever else he may omit.

I shall also aim as speedily as possible to mark the successive parts of the course of study by well defined limits. There will be successive stages of progress, and these stages will be made as clear and precise as it is possible to make them; and no pupil will be allowed to go forward until the ground behind is thoroughly mastered. At the same time these stages of study will be kept all the while before the minds of the pupils as goals to be aimed at. There will be, for this purpose, at briefly recurring intervals, examinations for promotion. While no pupil will be permitted to go forward, except as the result of a rigorous examination, the idea of an advance will, if possible, never be allowed to be absent from his thoughts. That scholar will be counted worthy of highest honor, not who stands highest in a particular room, but who by successful examinations can pass most rapidly from room to room. That teacher will be considered most successful, not who retains most pupils, but who in a given time pushes most pupils forward into a higher room. We want no scholar to stand still for a single week. Motion, progress, definite achievement, must be the order of the day.

I shall aim in the next place, to cultivate in every pupil a habit of attention and observation. Youth is the time when the senses should be most assiduously trained. The young should be taught to see for themselves, to ascertain the qualities of objects by the use of their own eyes and hands; to notice whether a thing is distant and how far distant it is, whether it is heavy and how heavy, whether it has color and what color, whether it has form and what form. They should learn to study real things by actually noticing them with their own senses, and then learning to apply the right words to the knowledge so acquired. We have already a signal example of this mode of teaching in our lowest class, where lessons on objects are given with such admirable effect. What we shall aim at will be to apply this habit of observation in all the higher branches of study, so that in every stage of progress the scholar shall know, not merely the names of things but the things themselves. In other words, we would cultivate real as well as verbal knowledge, and aim to awaken in every pupil an active, inquiring, observant state of mind.

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#### FOR GENERAL EXERCISE.

##### MILITARY TERMS—CONTINUED.

**ECHELON.** A formation of troops following each other on separate lines, like the steps of a ladder.

**EMBRASURE.** An opening cut in a parapet for cannon to fire through.

**ENFIELD RIFLE.** A noted rifle, manufactured at Enfield, England.

**ENFILADE.** To sweep with a battery the whole length of a work or line of troops.

**ENGINEERS.** Officers who build fortifications. Topographical engineers are those who make military surveys or reconnoissances.

**ENTRENCH.** To throw up a parapet with ditch in front.

**EPAULET.** A shoulder-knot; an ornamental military badge.

**EPROUVETTE.** A small mortar for testing the strength and quality of gunpowder.

**ESCALADE.** An attack on a fort with scaling ladders.

**ESCARP.** The side of a ditch next to a parapet.

**ESCORT.** A body of armed men for a guard.

**ESPLANADE.** A level surface within a fortified place, for exercising, &c.



**EVOLUTIONS OF THE LINE.** Movements by which troops, consisting of more regiments than one, change their position with order and regularity upon the field of battle.

**FACINES.** Brushwood, or long twigs, such as osier or willow, collected together and bound into bundles of convenient size. They are used to rivet a parapet, or to make firm footing on marshy ground, and for other purposes.

**FIELD OFFICERS.** The colonel, lieutenant-colonel, and major of a regiment are called field officers.

**FIELD PIECE.** A small cannon.

**FILE.** The front and rear rank man constitute a file.

**FLAG OFFICER.** The commander of a squadron.

**FLANK.** Part of a side; part of a bastion. The side of an army or fleet.

**FORAGE.** The hay, straw, and oats required for the horses of an army.

**FORLORN HOPE.** A party of officers and men selected—generally volunteers—to attack a breach in storming a work. The duty is very dangerous, and the survivors receive promotion.

**FORT.** Any military work designed to strengthen a point against every attack, is a fort. If it be an important and complete fort it is called a fortress.

**FORTIFICATIONS** are works of strong character to defend a city or some extensive front. When they are made entirely of earth they are called field fortifications; when of masonry, permanent fortifications.

**FURLOUGH.** Leave of absence granted to warrant and non-commissioned officers and soldiers.

**FUSE.** A tube filled with combustible materials, which is fixed in a shell; it burns, when ignited, for a calculated time before it reaches the powder in the shell and explodes it.

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#### LOCAL AND PERSONAL.

**BIRMINGHAM.** Mr. Charles H. Wright, who has been a successful teacher in Greenwich for about four years, has been appointed Principal of the Birmingham graded school. Mr. Wright is a good teacher, and devotes himself with much enthusiasm to his chosen calling.

**GREENWICH.** Mr. Wright is succeeded at Greenwich by Mr. Wakeman, assisted by Mr. Hoyt.

**EAST BRIDGEPORT.** Mr. James Young, having resigned the charge of the school in this place, Mr. Huber Clark, late of Portland, has been elected to succeed him.

**PORTLAND.** Mr. E. B. Paddock, late of Hartford, succeeds Mr. Clark as Principal of the graded school in this place, and Miss Au-



gusta L. Curtis succeeds Mr. Paddock in Hartford; both are graduates of the Normal School, and have proved efficient teachers.

**NEW BRITAIN.** Miss Eliza Talcott, who has for the last three years taught in the High School, has resigned on account of ill health and is succeeded by Miss Genevra Wright, of New Haven.

**MAINE.** We rejoice to learn that this State is to have two Normal Schools. A bill was passed by the last Legislature making provision for the establishment of one school in the eastern part of the State, and one in the western, and a special committee was appointed to decide upon locations. We congratulate Superintendent Weston and the friends of education for the success which have crowned so successfully their earnest efforts in behalf of the schools of Maine; and we congratulate the friends of public schools in having at the head of educational matters a gentleman so eminently fitted for the duties of the office as Mr. Weston has shown himself to be.

**CHICAGO.** Wm. H. Wells, Esq. has been re-elected Superintendent of the schools of this city. He has filled the office since 1856 to very great acceptance, and has devoted himself with the utmost fidelity to the improvement of the schools. Mr. Wells is a native of Connecticut, where he commenced teaching. He now ranks with the most eminent educators of the age,—and deservedly so.

☞ We hope no one will fail to read the article on school government. We believe Mr. Bond's views are eminently practical and sensible. We would also call special attention to the extracts from Prof. Hart's address. They contain excellent hints from one of our best educators. We wish we had space for the entire address.

**APOLOGY.** By mistake the March No. of our Journal was sent to a few of our subscribers instead of the April No. If those who received it will do us the favor to return it with their names legibly written on the cover, we will gladly send the April No. in exchange.

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